DOCUMENT RESUME

ED 270 543 UD 024 948

AUTHOR	de Lone, Richard, Comp.; Long, May, Comp.
TITLE	What Do You Know about Youth Unemployment?
INSTITUTION	Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE	82
NOTE	19p.
AVAILABLE FROM	The Edna McConnell Clark Foundation, 250 Park Avenue, New York, NY 10017.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Job Training; *Labor Market; *Minority Groups; Poverty; *Unemployment; Work Study Programs; *Youth

ABSTRACT

This brief booklet outlines the facts of the youth unemployment problem and details some strategies which have proven effective. In 1981 the unemployment rate was 17.3% for people age 16-21, well over twice the national average for the labor force as a whole. For Black youths the rate was almost 35%; for Hispanics, over 20%; but for Whites, 15%. The first section outlines problems using the question and answer format. The second section offers some suggestions for strategies to combat youth unemployment in the form of a brief case history followed by some suggestions for solving that particular problem. The document concludes with a list of agencies to contact for further information. (CG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

If you answered FALSE on all the questions you might not need this pamphlet. However, if your score was not perfect, you will find this booklet helpful. It outlines the facts of the youth unemployment problem and strategies which have proven effective for possible solutions. Concerned people in the private and public sectors will find it useful.

This booklet was compiled by
Richard de Lone and May Long

Public/Private Ventures
1701 Arch Street
Philadelphia, PA 19103

with a grant from
The Edna McConnell Clark Foundation

250 Park Avenue
New York, NY 10017

Further copies may be obtained by writing to the Foundation.

WHAT IS THE PROBLEM AND WHOM DOES IT AFFECT?

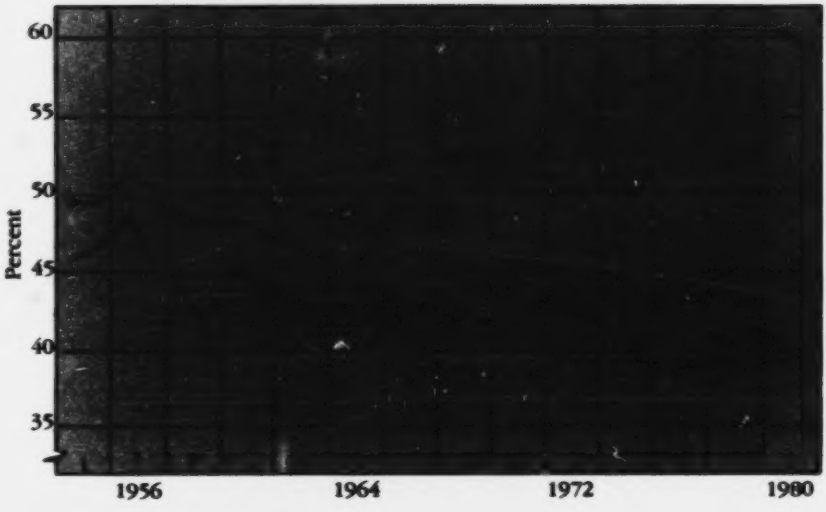
In 1980 there were approximately 38.4 million people between the ages of 16-24. Over the next few years the overwhelming majority of these youths will have a variety of jobs both part-time and full-time. They will learn about the world of work. But they will also experience days and weeks of unemployment, usually between jobs while searching for a different or better position. Most of them, however, will successfully proceed from school to full-time employment.

BUT for a significant number of these young people unemployment will be a persistent and debilitating problem. In 1979 6.5% of the youth population accounted for 65% of the youth unemployment and most of these were poor, minority kids who had dropped out of school.

In 1981, the annual youth unemployment rate was 17.3% for young people 16-21 years old, well over twice the national average for the labor force as a whole. More specifically, and more urgently:

- For black youth, the average was almost 35% compared to 15% for young whites. For Hispanic youth, the rate was over 20%. In many major urban areas, minority levels reached 50-60%.

CIVILIAN LABOR-FORCE PARTICIPATION OF TEENAGERS
Age 16-19, 1954 to 1980

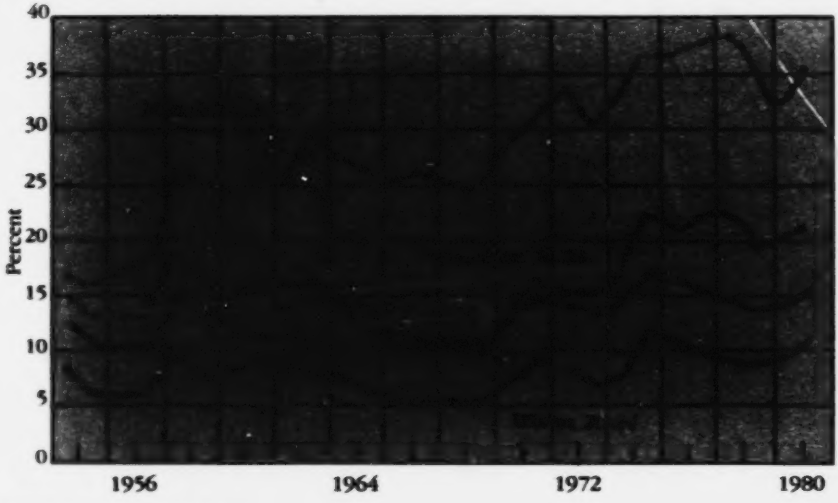


Source: Bureau of Labor Statistics

BEST COPY AVAILABLE

• The level of unemployment among young persons has risen steadily over the last 25 years—close to a 4% rise for white youth (16-24 years old) and almost 14% for their black counterparts. For teenagers, 16-19 years, the figures are even more dramatic. Black levels rose by almost 20%, compared to a 5% increase for white teenagers.

YOUTH UNEMPLOYMENT RATES, BY AGE AND RACE, 1954 to 1980 (Annual Data)



Source: Bureau of Labor Statistics

• A recent study has estimated that almost 30% of *long-term* unemployed 16-24 year olds are heads of households.[1]

• There is strong evidence that prolonged periods of unemployment as youth increase probability over the long-term of low-wage earnings, low self-image and frequent bouts of unemployment.[2]

• Young women, regardless of race or ethnic heritage, consistently experience higher unemployment than their male counterparts.

Of particular concern, however, is the significant difference in wage earnings. When they first enter the labor market, noncollege women earn about 75% of the hourly wage of their male peers. By their mid-twenties that proportion is 61%. This differential has remained constant for over a decade.[3]

• There is a significant number of youth (somewhere between 1-1.5 million) who have simply dropped out of the labor market, largely out of despair

BEST COPY AVAILABLE

about their employment prospects. Many of these turn to crime, anti-social activity and "hustling" in the underground economy.

The problem of youth unemployment among America's poor minorities is, in fact, many problems: no jobs in general; lack of skills; lack of awareness about jobs and careers; lack of work experience; lack of maturity; lack of contacts; age and race discrimination.

It is a problem whose resolution will require the concerted effort of the private sector, social services, local, state and federal government, community groups and parents.

It is a problem in which the federal government has invested many billions of dollars over the last thirty years and about which a lot of useful information has been collected.

BUT WHAT ABOUT ALL THE JOBS THAT NEED TO BE DONE?

Many people see pages of job openings in classified want-ads and do not understand why these openings cannot be filled by out-of-work youth. They don't realize that, in fact:

- An overwhelming portion of the jobs listed require experience and/or high level qualifications.[4]
- Those positions that are appropriate for inexperienced workers are filled within one or two days of advertisement.[5]
- Young people must compete with the tremendous number of unemployed adults.

BUT WHAT ABOUT ALL THE KIDS WITH BAD ATTITUDES?

Many people believe that the youth of today are lazy or too choosy in the kinds of work they'll do. Actually, the evidence strongly suggests otherwise.

Studies have found that:[6]

- There are no differences by age in absenteeism or in views of what makes a job attractive.
- 81% of American youth prefer a tough, "busy" job with responsibility to an "easy" job.
- The incidence of rejection of job offers by unemployed youth is virtually nonexistent.

Fact: In 1980 three-quarters of all 18-19 year old males were working or looking for work. This represents a steady increase over the last decade.

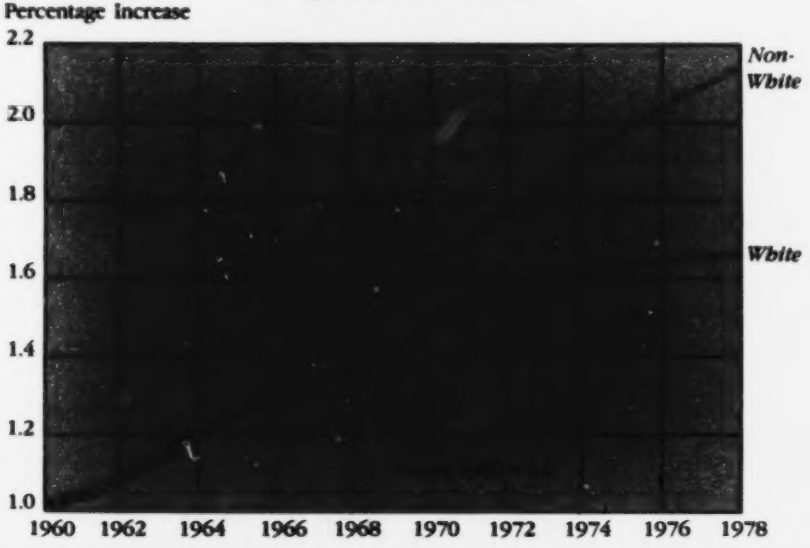
BEST COPY AVAILABLE

BUT WON'T THE PROBLEM DISAPPEAR AS THE YOUTH POPULATION DECLINES?

No, this assumption is wrong.

- Although the size of the youth population as a whole will probably diminish from 38.4 million in 1980 to about 31.5 million in 1990, the number of minorities and poor will not decline. While only 7.5% of the white population is under 18 years old, 38% of blacks and 42% of Hispanics are under 18.

GROWTH OF YOUTH POPULATION BY RACE
Age 16-24, 1960 to 1978



Source: Bureau of the Census

- Functional illiteracy, even among high school graduates, is a perplexing and growing concern. One study has estimated that 12% of all high school students basically cannot read.[7] Among minority youth that proportion is substantially higher.

Fact: One New York city bank must interview 40,000 applicants to fill 3,000 entry-level positions because one-half of the applicants cannot fill out an application form, and one-fourth cannot do simple three-digit arithmetic.[8]

- High school dropout levels likewise have shown a stubborn consistency, remaining at about 20% over the last decade — and rising to as high as 40 and 50% levels in some cities.[9] Dropouts are twice as likely as graduates to

BEST COPY AVAILABLE

be unemployed and, even if employed, experience significant wage differentials as well.[10]

- According to one estimate in 1979, close to 10% of the total youth population lacked even the "basic" employability skills — awareness of the world of work, ability to prepare a resume, knowledge about preparation and dress for an interview, and places to look for a job.[11]

- Economists and manpower specialists are forecasting serious shortages of skilled workers to meet emerging industrial and business needs. They predict a large growth in jobs that require technical and literacy skills that the existing and potential work force is unable to meet.

WHAT ARE THE REASONS FOR THIS?

Youth unemployment levels are affected by a number of factors: the size of the youth population, the competition from immigrants and undocumented workers, the frequent job changing and relative inexperience of youth, minimum wage levels and age and sex discrimination by employers.[12] And, certainly, youth unemployment levels reflect general economic conditions, and are more sensitive to cyclical swings of the economy than those of other age groupings.

Fact: A 1% decline in the overall unemployment rate has on average been associated with about a 1.5% decline in the unemployment rate for youth.[13]

BUT WHY IS YOUTH UNEMPLOYMENT SO MUCH MORE SEVERE FOR POOR AND MINORITIES?

The answer, although impossible to identify precisely, appears to lie with three conditions: racial discrimination, educational inadequacies, and lack of access to job information and employment opportunities.

- **Racial discrimination.** Despite all the laws and campaigns of recent years, racial discrimination is still present in labor markets. A substantial and growing gap exists between minority youth and white employment levels. Depressed social and economic conditions have undoubtedly exacerbated more subtle, racist reasons for minority youth unemployment.[14]

- **Lack of basic educational skills.** Despite some progress in the last 20 years, the educational levels of minority youth remain well below those of their white counterparts. A recent report of the Office of Education has suggested that over 40% of black 17 year olds are functionally illiterate, compared to only 10% of all 17 year olds.[15] Dropout levels are also consistently higher.

- **Lack of access.** In many places young people do not live near available jobs. In addition to the difficulties they face in finding jobs and meeting employment requirements, underserved young people suffer a clear disadvantage in obtaining information about employment. They do not have wide contacts with potential employers. Studies have found that employers prefer informal recruitment procedures, e.g., employee networks or "word of mouth" for filling vacancies. Significantly, however, it is formal channels like classified want-ads and public employment offices upon which most minorities and other disadvantaged groups rely.[16]

A number of factors contribute to these inadequacies. Inferior educational opportunities and poor family background — itself often a product of adult unemployment—clearly have an influence. In addition, a growing body of literature suggests that "opportunity drives school achievement."[17] If employment seems unlikely, youth may not strive to obtain the basic skill employers want. The problems of low skills may be in part the result, not simply a cause, of high youth unemployment.

BUT SO WHAT?

As most segments of society now need to adjust to diminished resources why should we care about one small minority in need of work? Because unemployment is costly for society as well as individuals. Society, in general, suffers from reduced productivity, a growth in welfare dependency, and increased demands on social and community services. When unemployment hits, more marriages break up, families suffer from economic strain and more children are abused.

For youth, unemployment undermines self-worth and self-confidence and often leads to loss of motivation. Joblessness is associated with drug abuse and teenage pregnancy. Although a direct causal relationship has not been proven, there is evidence that youth joblessness is related to increases in school violence, criminal aggression, and physical and mental ill health.[18]

- One study has found that every 1% increase in unemployment has been followed by a 4% rise in the prison population, predominantly a youthful contingent.[19]
- A cost-benefit analysis of the Jobs Corps, one of the country's largest disadvantaged youth employment and training efforts has estimated that the program saves society about $2,300 per Corpsmember in reduced criminal costs.[20]
- According to a recent report by the state of Michigan, the state's youth unemployment problem cost Michigan taxpayers close to $100 million in 1980. This estimate included costs for welfare and insurance, crime related activities and incarceration, and lost opportunities—the social and community benefits foregone by an idle workforce.[21]

Moreover, persistent unemployment as a young person is closely associated with lower earnings as an adult and, consequently, long term problems for society.

Fact: Unemployment at age 20 is a strong predictor of subsequent unemployment.[22]

Fact: Conversely, those who work as teenagers do better as young adults.[23]

Fact: Young women who experience early difficulties finding work after leaving school often withdraw altogether from the work force.[24]

SO ALL IN ALL WHAT DO THE STUDIES TELL US?

- The problem is concentrated, seriously affecting between 10-15% of the youth population, an overwhelming proportion of whom are nonwhite, undereducated, and economically disadvantaged.
- The causes are complex and only partially understood. Some reflect forces that are beyond practical human control, others are "natural" outcomes of youth development, and finally there are a few for which intervention is both feasible and possible.
- The costs of doing nothing are very high—in human, social, and economic terms — resulting in a severe drain of national resources. These will not diminish in the foreseeable future without concentrated and sustained action of the part of both public and private sectors.

WHAT SHOULD BE DONE?

Youth have a variety of needs. Individuals grow and learn in different ways and at different paces, but there are some basic patterns that characterize their participation in the labor market.

- Teenagers tend to "sample" a variety of jobs—usually part-time and low-skill. They frequently leave and re-enter the labor force. Joblessness at this age rarely has serious economic consequences nor does it predict adult employment difficulties unless it is accompanied by an absence of basic academic, attitudinal and social skills.[25] Then it can be disastrous.
- As they approach their 20s, young people assume household and family responsibilities and begin to think more seriously about long-term employment. At age 20, the jobs young people hold are often the beginning of career paths. Studies indicate that sustained joblessness at this age is a strong indicator of successive unemployment.[26]

In summary then, for those in their early teens, acquiring basic academic, social and attitudinal competencies is key. By the late teens or early 20s, the critical tasks are developing job skills and gaining access to a career.

WHAT WORKS?

Clearly, different strategies are needed to address the variety of youth needs. Below are descriptions of needy youths and specific programs that have proven successful in responding to their particular problems.

> ***FOR EXAMPLE:*** *James is 16 years old, but rarely attends his city's largest high school. In the last three years, he missed well over 150 days of school. According to his last test scores, James performs at a 4th grade reading and arithmetic level. His I.Q. is in the normal range, but he lacks motivation. He has had a few jobs here and there—a delivery boy for a local pizza shop, a hauler for his brother-in-law's moving van business. He had a brief position as a counter boy at the local delicatessen but was let go because he couldn't make proper change and was rarely on time for work.*

ONE STRATEGY: WORK EXPERIENCE Work experience provides exposure to the world of work and teaches basic work habits and attitudes.

> **Fact:** Work experience is an essential component to a comprehensive employment strategy.[27] Alone, it will not significantly benefit seriously needy youth, but it is a critical first step to subsequent training and labor market success. For most employers, responsible worksite behavior — punctuality, attentiveness to directions, getting along with coworkers — and minimal academic competencies are their overriding concern in hiring entry-level workers.[28]

Program: The Youth Incentive Entitlement Pilot Programs (YIEPP) was a two-year federally funded program in which 6,000 youth from 17 communities were guaranteed a full-year's work experience in exchange for a commitment to return to, or stay in school. Early findings of the YIEPP indicate that the job guarantee encouraged dropouts to return to school and made a small difference as well in the retention levels. YIEPP increased the rate of return to school by dropouts from 22% to 36%.[29]

ANOTHER STRATEGY: NON-TRADITIONAL SCHOOLS Non-traditional schooling offers specialized instruction and a combined academic and skills training curriculum in an environment different from traditional schooling.

> **Fact:** Like work experience efforts, non-traditional schools have proved effective in retaining potential dropouts or attracting those who left.[30]

Program: Stanford-Mid-Peninsula Urban Coalition's Peninsula Academies are pilot programs, modeled after similar Academies in Philadelphia. Sixty 10-12 grade black and Hispanic students in two high schools near San Francisco are trained in electronics and computer science. They use equipment donated by a major corporation and a curriculum developed by private industry in conjunction with the high school teachers. When the students graduate after the three year program

BEST COPY AVAILABLE

they have completed one full year of paid work in addition to their specialized academic training.

***FOR EXAMPLE:** Maria has always done pretty well at school. She has maintained a consistent C+ average during her first two years of high school and has a good attendance record. Her father is disabled and her mother works as a salesperson in a neighborhood dress shop. Maria would like to work—in fact her family needs some extra income—but she doesn't know where to find it or whom to approach about getting a job.*

STRATEGY: COOPERATIVE EDUCATION Most co-op programs involve noncollege bound students who must meet certain levels of academic achievement and school attendance performance. The student works part-time in the classroom and the remainder in supervised employment in the company.

Program: Since 1968 Chicago's Continental Illinois Bank has sponsored such a program for between 100 and 230 high school students per year. A majority of the students begin the one-year program in the summer during which they work about 20 hours a week and continue working part time during the school year. Most of the young people learn clerical and banking skills under the supervision of the bank's employees. Salaries range from $4.30 to $5.00 per hour. In 1981, close to 70% of the students were retained as full-time or part-time employees.[31]

***FOR EXAMPLE:** David was bored. He was strong, eager to do some hard work and had a "clean slate". He didn't think he'd have any trouble finding a job. When he went to see his guidance counselor at school about the possibility of finding some work through the school co-op program, he was told that his grades and attendance level weren't good enough. David decided to leave school and see what he could find on his own. It was right before spring vacation of his junior year. He didn't get too far. He hadn't realized all the requirements that employers demand: resume, interviews, work history, diploma.*

STRATEGY: PRE-EMPLOYMENT ASSISTANCE David needed assistance in pre-employment "training" and job placement. In a period of several weeks, he received instruction with a local nonprofit agency in the how-to's of resume writing, job search, and interviewing and responsible job performance—meeting the demands and expectations of employers. David found that many of the youth in the program were, like him, looking for their first job—the first step to learn some skills and money and to secure a reference for that next job.

Program: Jobs for Youth (JFY) and 70001 Ltd. are two well-established pre-

BEST COPY AVAILABLE

ED 1543

What do you know about youth employment?

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lisa Pierce

Edna McConnell Clark Foundation

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

	TRUE	FALSE
Youth unemployment is high because young people don't want to work.	☐	☐
We don't know much about effective training and employment approaches.	☐	☐
In the past 20 years the gap between white and black youth unemployment has been reduced.	☐	☐
If you're unemployed at 16, chances are you'll be unemployed as an adult.	☐	☐
The youth unemployment problem will substantially disappear as the youth population declines over the next two decades.	☐	☐

UD034948

employment services. JFY operates in three major cities with each site serving from 500-900 youth per year. 70001 has affiliated programs in about 50 sites, most serving 100-125 young people per year. Research indicates that the programs have positive effects on participant earnings; in some cases the participants earn as much as $24 per week more than their comparison counterparts. Cost per placement averages about $765 for JFY youth and $1,900 for 70001 Ltd. youth.[42]

***FOR EXAMPLE:** Ramon, aged 20, left school in the middle of his junior year. His family was having financial problems and he had to get a full-time job. He started working at an electronics factory as a materials handler and also did odd jobs around the factory. He quit after about a year because he wasn't going anywhere. He tried the Navy for awhile and then door-to-door sales and then truck driving. He wanted to learn a skill but didn't have the money or academic credentials to enter a trade school.*

STRATEGY: SKILLS TRAINING A community organization in Ramon's neighborhood established a skills center in an abandoned warehouse with some local and federal funding and support of neighborhood business and organized labor. It is intended to serve persons like Ramon who, having sampled a variety of jobs, are ready to settle down to the learning of a specific vocation.

> **Fact:** The opportunities for disadvantaged youth in well-supervised, quality skills training have traditionally been limited both because of restrictive practices by employers and unions and lack of awareness about the programs. In 1978, less than 20% of formal apprenticeships were held by young blacks.[43]

Program: In the Ventures in Community Improvement (VICI) project, small groups of youth receive intensive skills training under the supervision of union journeymen as they engage in a variety of community improvement activities. A recent study has found that close to two-thirds of VICI youth who obtained job placements following their participation in the program have found jobs in the construction field.[44] After three months, employed VICI graduates earned an average starting wage of $4.47/hour, with some union placements earning as much as $11.05/hour.[45] On the average, local communities receive $2 worth of product for every $1 spent for materials and supplies.[46]

***FOR EXAMPLE:** Like Ramon, Yvette, at age 19, feels she is ready to learn a skill. She thinks she'd like to be a restaurant chef, but isn't sure. She has an 18-month old child who needs day care if she's to find a job.*

STRATEGY: ON-THE-JOB TRAINING (OJT) Through her local job training agency office, Yvette obtained an on-the-job training position with a small Italian restaurant. OJT is an "earning by learning" program in which private sector employers hire an inexperienced worker and then provide closely supervised training for a period of about four months—the length of the training depends on the skill. In

BEST COPY AVAILABLE

exchange for providing the training, employers receive a reimbursement from the government for costs incurred in the training, usually about 50% of the participant's wages.

> **Fact:** Most studies have found that OJT trainees have been highly successful in obtaining employment following their training and achieve significant earning gains in the long run.[47] An effective OJT program requires careful planning and substantial commitment from both employer and trainee. It appears to be most appropriate for older youths, who are prepared to make a long-term career choice.

Program: JUMP, the Joint Urban Manpower Program, is a skill-specialized OJT program sponsored by seven New York City architecture and engineering societies and the Vocational Foundation Institute. Each trainee receives "hands-on" instruction under the supervision of an architect or engineer. In over a decade, it has helped approximately 250 disadvantaged youth, 17 years and older, become junior draftsmen. About one-half of these have continued in the profession. The program only operates when there is the employer demand to guarantee employment for the trainees.[48]

***FOR EXAMPLE:** Joe moved in with his aunt and uncle almost 10 years ago, just after his seventh birthday. He dropped out of school this year because he wanted to hang out. Joe thought about going back to school to get his diploma and maybe learn some trade, but he's sort of embarrassed to see his former classmates and, besides, he needs to earn some money for household support. He's confused about himself and his future and just doesn't know what or whom to turn to. He needs a job that offers useful training in a structured environment. He has applied for several positions with local firms but has been told he lacks sufficient skills or experience.*

STRATEGY: PRIVATE SECTOR WORK EXPERIENCE Several programs were developed at the end of the 70s to subsidize work experience in the private sector as a means of encouraging meaningful private sector positions for people like Joe.

> **Fact:** Preliminary findings indicate that this approach can be effective, particularly with small, labor intensive businesses.[49]

Program: Under Wisconsin's Project Opportunity program, youth received closely supervised training with a small employer with 20 employees or less. For the first half of the training period, the full cost of trainee wages were paid with government funds. The employer contributed 50% of trainee wages for the remainder of the time. Most of the "paper work" was assumed by a local social service agency, which also was responsible for servicing youth and for overall administration of the program. Between 1979-1981, 190 young people were trained by proprietors of 70 small businesses. A survey of the participating employers indicates that: one-half found the youth as productive or better than their usual entry-level employees;

for an overwhelming portion, close to four-fifths of employers, youth did not entail additional costs.[40]

> ***FOR EXAMPLE:*** *When he was 12 years old, Larry was sent to a youth center for eighteen months after conviction for a series of petty thefts and purse snatchings. Now 16 years old, he is thinking seriously about dropping out of school for good. He has only attended about half of his classes over the last two years. His shop teacher tells him he should work on improving his grades so he'll have a chance for enrollment in a voc ed or trade school. He has tried to get a few jobs in his neighborhood in the last year but the local proprietors know he has had some run-ins with the law.*

STRATEGY: Larry needs a lot of help both academically and personally. It would probably be good for him to get away from his neighborhood for awhile. He can't seem to shake his reputation as a troublemaker.

> **Fact:** The comprehensiveness and intensity of the Jobs Corps program have proved effective in addressing the needs of those with serious educational, employment and societal adjustment problems.[41]

Program: Job Corps offers basic education, skills training, health care, counseling and residential service to youth 14-21 years old, who are severely disadvantaged. A recent study has found that Job Corps graduates benefit in several ways: increased employment and earnings, improved future labor market opportunities, better health, and reduction in welfare dependency and criminality.[42] The estimated value of benefits over costs is almost $2,000 for each Corpsmember.[43]

WHERE TO GO FROM HERE?

The preceding discussion and other research suggest the following fundamental principles that should guide subsequent policy development. Effective programs should:

- be targeted; that is, they should serve the concentration of youth who account for some 65% of all youth unemployment,
- address the developmental needs and particular labor market circumstances of different groups of youth,
- offer an assortment of options for private sector involvement, taking into account the different capacities and needs of employers,
- coordinate the various resources of high schools and vocational schools, community colleges, and business and labor, among others,
- and finally, and perhaps most importantly, successful amelioration of the minority youth unemployment problem will require the concerted effort of leaders in both the public and private sectors.

BEST COPY AVAILABLE

WHERE CAN SOMEONE GO FOR MORE INFORMATION?

There are a number of national organizations that offer useful policy and program information on youth employment and training. These include:

Center for Community Change: Offers technical assistance to community-based organizations nationwide. Primarily an advocacy organization. Contact: Andrew Mott, Vice President. 1000 Wisconsin Avenue, N.W., Washington, D.C. 20007. 202-338-3134.

Center for Public Service. Manages the National Practitioners' Network, comprised of nearly 200 professionals in the field of youth employment and education. Network activities include national policy review, program assistance and staff development. Contact: Al McMahill, Project Director. Heller Graduate School, Brandeis University, Waltham, MA 02254. 800-343-4705.

National Institute for Work and Learning: Sponsors programs and research related to the school-to-work transition. Has information on close to 150 industry-education-labor collaborative councils. Contact: Richard Ungerer, Director. 1302 Eighteenth Street, N.W., Suite 501, Washington, D.C. 20036. 202-887-6880.

National Urban Coalition. Develops policies and programs in the areas of economic development, education, housing, and job training aimed at improving conditions for disadvantaged urban Americans. There are 39 local affiliates that carry out the goals of the national organization and that operate a variety of youth education and employment programs. Contact: Ramona Edelin, Vice President for Program and Policy, 1201 Connecticut Avenue, N.W., Washington, D.C. 20036. 202-331-2424.

National Youth Work Alliance. A training, resource and advocacy organization, representing 1200 local agencies across the country. Publishes Youth Alternatives, a monthly newsletter, and training materials for youth workers. Contact: Lori Strumpf, Youth Employment Specialist. 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. 202-785-0764.

Opportunities Industrialization Center of America, Inc. (OIC/A). Provides technical assistance in employment, training and community development to approximately 130 local OIC affiliates. OIC/A and its locals operate a variety of youth employment programs. Contact: Kenneth N. Duffin, Deputy Director. 100 W. Coulter Street, Philadelphia, PA 19144. 215-849-3010.

Public/Private Ventures. A project development and research organization. Fosters public and private collaboration in developing training and employment opportunities for disadvantaged youth and adults. Contact: May Long. 1701 Arch Street, Philadelphia, PA 19103. 215-564-4815.

SER, Jobs for Progress, Inc. A national organization that offers education and job training services to Spanish-speaking Americans through a network

of close to 100 local affiliates. SER also operates a Job Corps Center in Laredo, Texas that serves 175 youth annually. Contact: Ignacio Salazar, Assistant National Director. 1355 River Road Drive, Suite 250, Dallas, TX 75247. 214-631-3999.

Youthwork, Inc. Implements, guides and researches exemplary youth employment and training programs with focus on those which serve disadvantaged minorities and handicapped young people and which involve local education agencies. A number of publications and studies are available. Contact: Jacqueline P. Danzberger, Executive Director. 805 15th Street, N.W., Suite 705, Washington, D.C. 20005. 202-347-2900.

More specific information on the programs cited in this booklet may be obtained by getting in touch with:

Continental Bank's Cooperative Education Program: Continental Illinois Bank, 231 LaSalle Street, Chicago, IL 60673. Contact: Libby Hossan, Program Coordinator. 312-828-7376.

Job Corps: U.S. DOL, 6100 Patrick Henry Building, 601 D Street, N.W., Washington, D.C. 20213. Contact: Charles Atkinson, Acting Administrator. 202-376-6995.

Jobs for Youth: 119 Charles Street, Boston, MA 02114. Contact: Fred Jungman, Executive Director. 617-742-5220.

Joint Urban Manpower Program (JUMP): Vocational Foundation Institute, 44 E. 23rd Street, New York, NY 10010. Contact: Patricia Turi. 212-777-0700.

Peninsula Academies: Stanford-Mid-Peninsula Urban Coalition, 860 Escondido Road, Stanford, CA 94305. Contact: Gary Gubitz, Acting Director. 415-497-3335.

Philadelphia High School Academies: Philadelphia Electric Company, 2301 Market Street, S 24-1, Philadelphia, PA 19101. Contact: Henrik B. Koning, Director. 215-841-5568.

Project Opportunity: ADVOCAP, P.O. Box 1108, Fond du Lac, WI 54935. Contact: Elaine Malek, Project Director. 414-922-7760.

70001 Ltd.: 600 Maryland Avenue, S.W., West Wing, Suite 300, Washington, D.C. 20024. Contact: Max Elsman, Director of Communications. 202-484-0103.

Ventures in Community Improvement (VICI): Public/Private Ventures, 1701 Arch Street, Philadelphia, PA 19103. Contact: Jerry Kolker, Project Director.

Youth Incentives Entitlement Pilot Program: Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016. Contact: Dr. Joseph Ball. 212-532-3200.

Notes

1. Roger Porter, "Solving Youth Unemployment: Can We Do a Better Job in the 1980s?" Seminar on Economic Policy and Presidential Politics, June 8, 1981. Sponsored by First National Bank of Boston, Boston Globe, Boston Herald American, Christian Science Monitor. p. 3.
2. Robert Taggart, "The Youth Employment Problem: A Sequential and Developmental Perspective." *A Review of Youth Employment Problems, Programs and Policies. Vol. #1.* The Vice President's Task Force on Youth Employment. January 1980. pp. 20-22; also, National Commission for Employment Policy (NCEP), Fifth Annual Report. *Expanding Employment Opportunities for Disadvantaged Youth.* December 1979. pp. 67-74.
3. NCEP. Fifth Annual Report. op. cit. p. 46; also, Vice President's Task Force on Youth Employment, *Summary Report,* U.S. DOL, Office of Youth Programs. 1980. p. 12.
4. Roger Vaughan, *Employment and Training. What's Wrong with the System and How to Fix It.* Policy Paper. Council of State Planning Agencies. March 1981.
5. Ibid.
6. The Vice President's Task Force, *Summary Report.* op. cit. p. 15; also Richard B. Freeman, "Why Is There a Youth Labor Market Problem?" in *Youth Employment and Public Policy.* eds. Anderson and Sawhill. The American Assembly, Columbia University. 1980. pp. 22-23.
7. Congressional Budget Office, *Improving Youth Employment Prospects: Issues and Options.* U.S. GPO. February 1982. p. xiii.
8. Robert Shrank, "First Get Good Data on Youth Joblessness," *New York Times.* 7/6/80.
9. Carnegie Council on Policy Studies and Higher Education. *Giving Youth a Better Chance.* Jossey-Bass, Inc. 1979. p. 49; also, Vice President's Task Force, *Summary Report.* op. cit. p. 20.
10. Vice President's Task Force, *Summary Report.* op. cit. p. 12.
11. Robert Taggart, "The Youth Employment Problem . . ." op. cit. p. 14. (Derived from a National Longitudinal Survey by counting youth with below average knowledge of world of work and lack of significant work experience.)
12. Useful discussions of the impacts of causes may be found in: NCEP, Fifth Annual Report, op. cit.; Richard B. Freeman and David A. Wise, *Youth Unemployment. Summary Report.* National Bureau of Economic Research, Inc. 1980; Norman Bowers, "Young and Marginal: An Overview of Youth Employment." Special Labor Task Force Report 233. U.S. DOL, BLS. October 1979.
13. Congressional Budget Office, *Youth Employment and Education. Possible Federal Approaches.* July 1980. p. 6.
14. NCEP. Fifth Annual Report. op. cit. p. 54; also, Richard B. Freeman and David A. Wise, *Youth Unemployment. Summary Report.* op. cit., p. 16; Congressional Budget Office (CBO), *Youth Unemployment: The Outlook and Some Policy Strategies.* April 1978. p. 16.
15. Vice President's Task Force, *Summary Report,* op. cit. p. 20.
16. NCEP, Fifth Annual Report, op. cit. p. 106.
17. Richard de Lone, *Small Futures. Children, Inequality and Limits of Liberal Reform.* Harcourt, Brace and Javanovich. 1979.
18. M. Harvey Brenner, "Estimating the Social Costs of Youth Employment Problems," in *A Review of Youth Employment Problems, Programs and Policies,* Vol. #1, The Vice President's Task Force on Youth Employment. January 1980.
19. "Just the Facts." American Institute of Criminal Justice.
20. David A. Long, et. al., "Evaluating the Benefits and Costs of the Job Corps." *Journal of Policy Analysis and Management.* Fall 1981. pp. 55-75.
21. The Michigan Youth Employment Clearinghouse, *Youth Employment: An Investment Worth Making.* Annual Report to the Legislature and Governor of Michigan. January 1981.

22. Robert Taggart, "The Youth Employment Problem . . ." op. cit. p. 11.
23. Ibid. p. 9.
24. NCEP, Fifth Annual Report. op. cit. p. 73.
25. Robert Lerman, "An Analysis of Youth Employment Problems," in *A Review of Youth Employment Problems, Programs and Policies.* The Vice President's Task Force on Youth Employment. Vol. #1. January 1980. p. 6.
26. Ibid. p. 11.
27. NCEP, Fifth Annual Report, op. cit. pp. 136-145; also, Congressional Budget Office, *Youth Employment and Education. Possible Federal Approaches.* July 1980. U.S. GPO. Washington, D.C. pp. 23-24; Ernst W. Stromsdorfer, "The Effectiveness of Youth Programs," in *Youth Employment and Public Policy.* eds. Anderson and Sawhill. American Assembly, Columbia University. 1980, pp. 88-109.
28. Congressional Budget Office, *Improving Youth Employment Prospects. Issues and Options.* op. cit. See also, Ernst W. Stromsdorfer, "The Effectiveness of Youth Programs," op. cit. pp. 88-109; Vice President's Task Force on Youth Employment, *Private Sector-Education Round Table Series.* Final Report. Center for Public Service. Brandeis University. October 1979.
29. National Council on Employment Policy, *CETA Results and Their Implications.* September 1981.
30. Congressional Budget Office, *Youth Employment and Education. Possible Federal Approaches.* op. cit. p. 28.
31. *You and Youth,* Vol. 2, #3. March 1980. Vocational Foundation Institute; also, discussion with Libby Hossan, Program Coordinator, Continental Illinois Bank. 7/20/82.
32. Public/Private Ventures, *The Impact of Pre-employment Services on the Employment and Earnings of Disadvantaged; Final Report.* April 1982. p. 62.
33. Organization for Economic Cooperation and Development, *Youth Without Work. Three Countries' Approach to the Problem.* 1981. p. 198.
34. Public/Private Ventures. *Ventures in Community Improvement Program. Final Report.* March 1982. Table IV-5.
35. Public/Private Ventures. *Fourth Interim Research Report.* Spring, 1981. Table V-16.
36. Public/Private Ventures. *Final Report.* op. cit. Chapt. V, p. 11.
37. NCEP, Fifth Annual Report. op. cit. pp. 155-158; also, Robert Taggart, "The Youth Employment Problem . . ." op. cit.; also, Congressional Budget Office *Youth Employment and Education. Possible Federal Approaches.* op. cit. p. 26.
38. *You and Youth,* Vol. 2, #10. October 1980. Vocational Foundation Institute.
39. Dr. Joseph Ball, et. al., *Participation of Private Business as Work Sponsors in the Youth Incentive Entitlement Projects.* MDRC. March 1981.; also, Public/Private Venture, *Preliminary Research Findings of Private Sector Initiatives Demonstration.* December 1981.
40. *Public/Private Ventures,* Data from 8-Month Followup Employer Form. December 1981.
41. NCEP, Fifth Annual Report, op. cit. pp. 158-163; also, Ernst Stromsdorfer, "The Effectiveness of Youth Programs." op. cit.; National Commission on Employment Policy, *CETA's Results and Their Implications. A Policy Statement.* September 1981.
42. NCEP, Fifth Annual Report, op. cit. pp. 158-163.
43. David A. Long, et. al., "Evaluating the Benefits and Costs of the Job Corps." op. cit.